TRAVELERS REST HIGH SCHOOL

Greenville County School District

Strategic Planning and Portfolio

2018-2019 through 2022-2023

Mr. Louis Lavely
Principal, Travelers Rest High School

Dr. W. Burke Royster
Superintendent, Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Travelers Rest High School

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 *(one year)*

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.
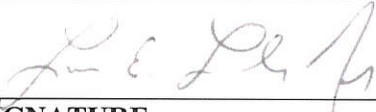
Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	8/15/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Louis E. Lavely	*(signature)*	8/1/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	*(signature)*	8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Erin Smith	*(signature)*	8/1/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Stephanie Rees	*Stephanie Rees*	8/1/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 301 N. Main Street, Travelers Rest, SC 29690

SCHOOL TELEPHONE: (864) 355-0000

PRINCIPAL E-MAIL ADDRESS: llavely@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Lou Lavely
2.	Teacher	Sonja Airline
3.	Parent/Guardian and Paraprofessional	Amy Small
4.	Community Member	Brandi Amidon
5.	School Improvement Council Member	Erin Smith
6.	Read to Succeed Reading Coach	NA
7.	School Read To Succeed Literacy Leadership Team Lead	Stephanie Rees
8.	School Read To Succeed Literacy Leadership Team Member	Ashley Gordon

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

	Position	Name
9.	Assistant Principal	Andrew Baker
10.	Teacher	Kirby Alford
11.	Teacher	Arielle Case
12.	Teacher	Robbie Cole
13.	Teacher	Peter Simms

** Must include the School Literacy Leadership Team for Read to Succeed

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

○ Yes ○ No ● N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
● Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
● Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
● Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
● Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
○ Yes ○ No ● N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
● Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
○ Yes ○ No ● N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
○ Yes ○ No ● N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

○ Yes ○ No ● N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.	
○ Yes ○ No ● N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.	
○ Yes ○ No ● N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.	
● Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.	

Table of Contents

Introduction

In the spring of 2018, TRHS was introduced to the Advanced Ed self-study and decided to facilitate the seven areas through the administrative team. The principal, three assistant principals, assistant administrator, and instructional coach each submitted their survey responses. The administrative team then discussed the results and determined a united response.

During that time, Andrew Baker, an assistant principal, and Stephanie Rees, the instructional coach, led faculty members in updating the school portfolio by assessing the Advanced Ed self-study as well as the latest SC Report Card and local data. This group designed an action plan that was adopted by consensus and then presented to administrators, department chairs, and SIC members for approval.

Executive Summary

The city of Travelers Rest is in an era of growth and change. We continue to see the development of Main Street which attracts many visitors to our small town. The city is also in the process of several housing developments that may mean growth for the student population of TRHS in the near future.

This year's theme was *We Are TR* to emphasize the community-based aspect of the school culture. As one of the few high schools in Greenville with a true feeder pattern, Travelers Rest High School often becomes the center of the community. The Travelers Rest community is highly supportive of our students and their various activities. Throughout spirit week, local businesses decorate with blue and gold to show their support.

In its evolution as a small town high school in a large metropolitan school district, Travelers Rest High School has made great strides. We are now serving our twelfth class of International Baccalaureate Diploma Program students. Students in these grades have begun experiencing change in their learning as impacted by the seven strands of the IB curriculum and the five areas of interaction. Truly, we address the "global community" in our mission statement with this program. The ninth grade academy continues to monitor and adjust its format, its programs, and its gains.

While our diversity is not apparent in our racial makeup (24% minority), it is clearly evident in our socio-economic breakdown. Our school serves the largest geographic attendance zone in Greenville County, ranging from the North Carolina State line to the north, Pickens County to the west, and the attendance areas of three other high schools on the east and south. This attendance area includes highly educationally motivated subdivisions surrounding Furman University and exclusive gated communities. We also serve impoverished government housing projects, mobile home parks, and traditionally lower income communities. TRHS currently has a 55.8% poverty rate, which does not reflect the poverty rate of the city of Travelers Rest which is 17.4%.

A large demographic sub-group at Travelers Rest High School is our students with disabilities. We continue to make small gains for students with IEP's and 504's.

Our challenges continue to be a reduced budget, demands on teachers to learn and incorporate initiatives and programs on top of existing professional expectations, and a poverty rate that has grown significantly in five years. While parents are involved, we would like to increase that involvement.

Over time (five years) we have made gains in all areas. We have dropped at one time or other, but we do seem to come back. We credit our Professional Learning Communities and Power Hour with much of the success in student achievement. The IB and MYP, AP classes, and the continuation of dual credit courses in conjunction with Greenville Tech sets our students on a path of academic preparedness for college. We were at the top of the county and state in EOC scores. As is our tradition, extra-curricular activities continue to enhance the school experience. The student body demonstrated character and commitment to the community by raising over $40,000 for local charities. Student Council was named a US Gold Level Honor Council for the tenth consecutive year, one of only four schools in SC to achieve this honor.

School Profile

School

301 North Main Street
Travelers Rest, SC 29690
Telephone: (864) 355-0000
Fax: (864) 355-0088
www.greenville.k12.sc.us/trest/

Grades: 9th - 12th Grade

Enrollment: 1,092

School Location: Just north of downtown Travelers Rest on Highway 276

Principal: Louis E. Lavely, Jr.

Email: *llavely@greenville.k12.sc.us*

Our twelve year old campus includes three computer labs, Promethean Boards in all classrooms and labs, agricultural shop and greenhouse, state of the art science labs, art studio with kiln room, band practice field. Athletic facilities include football stadium, soccer stadium, baseball field, softball field, four tennis courts, paved track, weight room, fitness room, three gymnasiums, and two practice fields.

In 2018-2019, students will each receive their own chromebook for school use. Teachers will be modifying instruction to take advantage of this new resource.

During the last five years, enrollment has ranged between 1150 and 1265. Ethnic demographics have remained steady for at least five years. White students represent approximately 76%, Black 14%, Hispanic 6%.

Free and reduced price lunch and poverty rate have steadily increased for the last 10 years. The poverty rate, for example, has risen from 28% in 2002-2003 to 55.8% currently.

Never satisfied with the status quo, the partnership of students, parents, administration, and faculty at Travelers Rest High School constantly seek ways to improve both the content and scope of students' learning, the quality of their lives, and their overall drive to become lifelong learners.

Attendance Area (Community)

Recently the Travelers Rest community has experienced significant economic growth and has transformed from a basically textile to a diversified base. Several industrial firms have located in the area, and some existing firms have expanded their operations.

By far the most significant factor in a citywide renewal is the completion of the 26+ mile Greenville County Swamp Rabbit walking biking trail that meanders through the town and in front of Travelers Rest High School. New businesses, primarily retail and restaurants, have opened along the trail in the city limits.

Travelers Rest High School serves the most widespread attendance area in Greenville County, roughly stretching from the North Carolina line to the east and north, the Pickens County line and Berea to the west, and Cherrydale Shopping Center and Sans Souci to the south. Furman University lies within the area, and North Greenville University lies just outside the attendance area. The small town of Travelers Rest lies entirely in the area; upscale communities such as Cliff's Valley and Stratford Forest/Green Valley lie in the area as well as government subsidized housing communities such as Boulder Creek. A large number of students come from the

rural areas in the attendance zone. The balance of students come from lower middle class homes, sub-divisions, apartments, and mobile homes.

Faculty and Staff

Administrators...5
Teachers 59
Certified Academic Staff 11
Support Staff 33
%Teachers with Master's Degree or Above 68%
% Teacher Attendance 93.4%

Certified Staff

Gender
Male 42%
Female..58%

Education Level
Bachelor's 24%
Bachelor's +18 ....8%
Master's...39%
Master's +30 ....25%
Doctorate...4%

National Board Certified..5%

Among the certified faculty there are five administrators, 59 classroom teachers, a part-time ESOL teacher, one IB coordinator, one instructional coach, one athletic director, four school counselors, and two media specialists. The support staff consists of eleven maintenance staff workers, seven cafeteria workers, one school resource officer, one ISS aide, seven clerical workers, one nurse, one athletic trainer, two content recovery aides, and one teaching aide.

Faculty experience ranges widely. We have fewer faculty members who have less than five years of experience (16%) than several years ago when that percentage was 35%. Our most experienced numbers have also dropped as some of faculty members who were eligible have taken advantage of retirement opportunities. Our percentage of faculty members with more than 25 years of experience has dropped from 26% several years ago to 8% this year.

The faculty turnover through retirement is also reflected in the drop of continuing contract teachers in the past two years, and the lower average number of experienced teachers is also reflected in the drop in the number of teachers with advanced degrees. Teacher attendance rate is 93.4% which is down from 2017.

Leadership

Decision-making at Travelers Rest High School ranges from faculty-based decisions such as implementing Power Hour, administration-controlled decisions such as use of facilities, personnel decisions, and final disciplinary determinations. Additionally, faculty members have input in decisions regarding their budgets in departmental meetings and coordinated with department heads. A Faculty Council has advised the principal about decision-making also. Most decision-making at TRHS relies on communication and cooperation between staff members to help the responsible party reach the appropriate decision for the matter under consideration.

Intra-departmental opportunities also exist for faculty members to have a voice in the courses they prefer to teach, in the courses offered by their departments, how many sections of which courses to make available, textbook adoption, and in supplemental resources regarding curriculum. Mostly these decisions are reached by consensus.

The principal delegates authority through assistant principals and others regarding the daily operation of the school. Some departments report directly to the principal while others deal with an assistant principal.

While faculty input is bound by constraints of board policy, opportunities for input as well as leadership development are abundant at Travelers Rest High School.

Student Population

Student Enrollment:

2013-2014 1,241
2014-2015 1,156
2015-2016 1,166
2016-2017 1,154
2017-2018 1,092

Sub-populations: Special Education

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Autism	4	6	2	4	7
Intellectual Disabled/Educable	7	9	6	7	4
Emotional Disability	3	4	1	7	9
Other Health Impairment	16	19	16	30	29
Hearing Impairment					
Specific Learning Disability	116	110	107	116	105
Multiple Disabilities	1	5	16	15	23
Orthopedic Impairment					
Speech/Language Impairment					1
Intellectual Disabled/Trainable			10		
Visual Impairment			1	1	0
Traumatic Brain Injury		1	1	1	1
Total	147	154	160	181	179

Free and reduced meals%/Poverty index

	2013	2014	2015	2016	2017
FARMS	44.2%	45.9%	47.4%	46.4%	42.5%
Poverty	65.3%	69.1%	66.6%	55.4%	55.8%

Attendance

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2012-2013 ........................93.3%
2013-2014 ........................97.5%
2014-2015 ........................93.6%
2015-2016 ........................93.7%
2016-2017 ........................93.0%
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Ethnicity/Gender

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Female	612	553	542	538	530
Male	629	603	622	616	562
Asian	9	6	3	6	7
Black/African American	171	138	155	158	148
Hispanic/Latino	65	70	80	68	72
American Indian/Alaska Native	0	5	4	3	3
Two or More Races	30	35	34	33	31
Native Hawaiian/Pacific Islander	1	0	0	2	3
White	965	902	888	884	828
Ethnicity Unknown	0	0	0	0	0

Other Population Data (from 2017 Report Card)

	Our School	Change from Last Year
Students (n = 1,192)		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	55.8	Up from 55.4
Attendance Rate	93.0	Down from 93.7
With disabilities	15.5	Down from 16.6
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9	Down from 1.4
Percentage of students served by gifted and talented programs	20.1	Down from 22.3
Percentage of students retained	3.2	Up from 2.4
Annual Dropout Rate	4.8	Down from 6.8
Enrolled in AP/IB programs	25.1	Up from 23.6
Successful on AP/IB exams	64.9	Down from 67.2
Career/Tech students in co-curricular organizations	6.7	Down from 9.6
Enrollment in career/technology courses	608	Down from 615
Students participating in work-based experiences	12.0	Up from 11.9
Number of seniors who have completed FAFSA forms	154	Up from 117
Percentage of seniors completing college applications	71.2	N/A
Number of students in dual enrollment courses	57	Up from 49
Success rate of students in dual enrollment courses	98.4	Down from 100.0
Dropout recovery rate	3.4	Down from 11.1

School Academic/Behavioral Programs, etc.

- 30 Athletic Teams
- 20+ Clubs
- Advisor/Advisee Scheduling
- Course Levels – International Baccalaureate, Advanced Placement, College Prep, Honors, and Dual Credit
- International Baccalaureate Diploma School
- Served by Fine Arts Center, Enoree Career Center, and J. Harley Bonds Career Center
- Student Council hosts annual Spirit Week to support local charities
- Broadcasting and Journalism programs
- Community Based Job Training

Academic Honors
- 14 Palmetto Fellows
- 61 Life Scholarships

Athletic Honors
- All State Player in Girls Basketball
- All State Player in Girls Cross Country
- All State Player in Girls Golf
- All State Player in Boys Basketball
- All State Individual Wrestler
- Girls Golf-Region Champions
- Girls Tennis – Region Champions
- Boys Tennis – Region Champions
- Boys Individual Cross Country Region Champion

Fine Arts Honors
- All-State Band Attendees
- 14 students to All-Region Band
- 20 students to All-County Band
- Two students to SC All State Chorus
- Nine students to District Honor Choir
- One Superior Acting
- One Superior Costume
- One Honorable Mention – Makeup

Beta Club State Honors
- National School of Distinction
- 1st place – Club Trading Pins
- 2nd place – Character Skit
- 3rd place – Recyclable Art
- 3rd place - Scrapbook

Fishing Team Honors
- 80+ hours of community service
- All State and All American Fisherman
- Two Top 10 teams – State BASS Points
- Two team qualifiers for BASS HS National Championship
- One team qualifier for FLW/TBF HS Natl Championship

School/Faculty Honors
- Eight National Board Certified teachers
- Three Region 2 AAAA Coaches of the Year
- Athletic Director of the Year – Region II AAAA
- Childers Teacher Excellence Award Recipient
- South Carolina Council of Teachers of English Leadership Development Award
- State Girls Golf Coaches Association Coach of the Year

In its seventh year of using departmental professional learning communities to enhance student achievement, the school can point to that bi-monthly (plus more informal discussions) initiative as instrumental in increasing student passage rates of school courses as well as EOC improvements.

Travelers Rest High School has the distinction of being an International Baccalaureate School, and the leadership of the program is coordinated onsite. The coordinator assists the principal, parents, and potential IB students in determining their suitability for the program. The coordinator also ensures school compliance of all IB regulations.

Mission, Vision, and Beliefs

Mission Statement: We educate students both academically and socially so that they become responsible citizens of our local and global community.

Vision:

- Curriculum – Our curriculum will be progressive and designed to help students meet all required standards. It must be
    - Real-world relevant
    - Standards-based
    - Research-based
    - Challenging
    - Intra- and inter-disciplinary
    - Diverse
    - Adaptive to students' needs and learning styles

- Instruction – Instruction will be concise, clear, and consistent with strategies appropriate to student needs. It must include
    - Incorporation of multiple learning styles
    - Self-evaluation
    - Emphasis on higher-order thinking skills
    - High expectations for performance and behavior
    - Delivery by highly qualified professionals
    - Creativity to encourage student involvement
    - Flexibility to encourage student growth
    - Interesting and engaging approaches
    - Based on best practices

- Assessment – Assessment must be fair and just and appropriate to the student's needs and learning styles as well as appropriate to the learning objectives. It must be
    - Varied and authentic
    - Flexible to allow for student to demonstrate knowledge in a variety of ways both traditional and non-traditional
    - Continuous
    - Used to monitor and direct instruction
    - Based upon instruction
    - Challenging and aligned with desired student learning

- Environment – The environment must be safe and free from conditions that would adversely affect student learning. It should give students an equal opportunity to learn in an engaging and positive place for which they will be proud. It must be
    - Enriching and stimulating for the whole student – aesthetically, academically, and socially
    - Inviting to the students, staff, and community
    - Engaging and encouraging of student learning
    - Reflective of atmosphere of respect, support, and compassion for all stakeholders
    - Adequate in terms of resources
    - Clearly reflective of expectations for rigor and excellence

Beliefs and Values:

Travelers Rest High School holds the following beliefs and values with regard to instruction, curriculum, assessment, and environment:

Instruction should
- Be rigorous in nature with high expectations for all students
- Be clearly defined and well-organized
- Be flexible in delivery to accommodate learning styles
- Impart a strong work ethic
- Involve parents as partners in the child's education
- Be assessed in a timely manner
- Be delivered in a respectful and professional manner
- Be presented with conviction and relevance to our world

Curriculum should
- Be aligned with state standards
- Be meaningful
- Offer diversity
- Educate the student as a whole person (academically, socially)
- Reflect cross-curricular integration
- Be current, up-to-date

Assessment should
- Be authentic
- Varied
- Rigorous
- Accommodate different learning styles
- Be used to improve instruction and alter curriculum
- Be aligned with defined learning objectives
- Be continuous
- Be consistent and fair

Environment should
- Be a safe place for all stakeholders
- Be clean and inviting
- Allow for individual expression
- Allow for collegiality among students and staff
- Exhibit a concern for all participants
- Display integrity, trust, truth, respect, and fairness for all
- Allow all students to be successful

School Tagline: **One Community - Cultivating Minds - Expanding Possibilities**

Data Analysis and Needs Assessment

Student Achievement

The ACT:

Average Score

Year	Composite	English	Mathematics	Reading	Science	Writing
2017*	17.1	15.6	17.6	17.4	17.6	5.5
2016*	18.3	17.0	18.3	18.9	18.6	15.6
2015*	18.7	17.4	18.1	19.7	18.9	16.1
2014	20.9	20.4	20.3	22.0	20.6	
2013	21.5	21.0	20.4	22.8	21.3	

*All 3rd year students tested.

Percent Meeting ACT College-Ready Benchmarks

Year	All 4 Subjects	English	Mathematics	Reading	Science
2017	8.1	30.6	17.7	26.2	12.3
2016	14.1	41.1	22.2	31.9	23.4
2015	11.4	44.9	20.8	34.7	20.3

ACT WorkKeys:

Percent of students who received National Career Readiness Certificates

Year	Bronze	Silver	Gold	Platinum	Total
2017	24.0	46.2	13.4	0.0	83.6
2016	23.4	50.7	15.5	0.7	90.3
2015	24.0	44.7	23.3	0.0	92.0

Percent of students meeting platinum, gold, or silver threshold

Year	Applied Mathematics	Reading for Information	Locating Information
2017	67.6	90.8	72.7
2016	75.5	93.9	77.7
2015	77.9	95.2	88.4

End-of-Course Exams

Algebra I EOC

Year	% Passing
2017	60.7
2016	80.8
2015	92.6
2014	80.7
2013	80.6

English I EOC

Year	% Passing
2017	59.8
2016	74.9
2015	79.8
2014	75.5
2013	73.6

Biology I EOC

Year	% Passing
2017	74.8
2016	83.8
2015	86.1
2014	84.5
2013	89.1

US History and Constitution EOC

Year	% Passing
2017	74.7
2016	81.0
2015	82.5
2014	74.3
2013	73.4

Graduation Rate:

Four-Year Cohort Graduation Rate

Year	% Passing
2017	86.7
2016	83.5
2015	77.9
2014	76.8
2013	67.8

Five-Year Cohort Graduation Rate

Year	% Passing
2017	84.0
2016	77.9
2015	70.4
2014	72.9
2013	71.2

Advanced Placement (AP)

Year	Number of Exams Taken	% Passing with score 3-5
2017	172	60.5
2016	172	66.9
2015	190	59.1
2014	157	59.0
2013	140	67.6

International Baccalaureate (IB)

Year	% Passing with score 4+
2017	90
2016	79
2015	62
2014	50
2013	84

SAT

Year	Percent of Students Tested	Evidence-Based Reading and Writing	Math	Composite Score
2017*	48.6	534	513	1048

*The new SAT data (as of 2017) cannot be compared to that of previous years because the redesigned SAT is a different assessment using a different scale.

Teacher and Administrator Quality

Professional Development Calendar for 2017-2018

In 2017-2018, the *Cultivate* Professional Development program was implemented. Each month, teachers are asked to complete two PD sessions – one required and one of their choice. Teachers received a monthly calendar of the various offerings as seen in the list below. Teachers took advantage of this new system in several ways – attended more than required, presented sessions themselves, took advantage of online offerings.

September

- 7   Personalized Learning: PLA Overview
- 12   DLC Personalized Learning: Paper Slides
- 14   Book Club: *Raisin Brains*
- 19   Admin Corner: Rollout Reflections
- 21   EOC MasteryConnect: Benchmarks
       Nearpod Introduction
- 26   Tech Tuesdays: MasteryConnect Basics
- 28   Google Suite Basics: Review
- 29   Book Study: *Visible Learning*
       PD in PJs: 21st Century Learners

October

- 5   Personalized Learning: Learning Labs
- 10   What you CAN do for ELLs
       DLC Personalized Learning: Sketchnoting
- 12   Book Club: *Raisin Brains*
- 17   Admin Corner: Socrative
- 19   EOC Mastery Connect: Data Review
- 24   Tech Tuesdays: SeeSaw
       Disciplining without Damaging
- 26   Google Suite Basics: Classroom
- 27   Book Study: *Visible Learning*
       PD in PJs: Personalized Learning

November

- 2   Personalized Learning: SAMR Introduction
- 7   DLC Personalized Learning: ThinkLink and PictoChart
- 9   Book Club: *Raisin Brains*
- 14   Admin Corner: Project-Based Learning
- 16   EOC MasteryConnect: Create Assessments
- 28   Tech Tuesdays: FlipGrid
       Students with Disabilities: Not just another IEP
- 30   Google Suite Basics: Google Forms
       Book Study: *Visible Learning*
       PD in PJs: Digital Citizenship

December

- 5   Participation Strategies: Engaging students
- 7   Personalized Learning: Learning Labs
- 12 Inquiry-Based Instruction
      DLC Personalized Learning: Quizlet Live
- 14 Book Club: *Raisin Brains*
      EOC MasteryConnect: Plan
      Admin Corner: One Community

January

- 23 Tech Tuesdays: Kami
- 30 Google Suite Basics: Forms Adv
- 31 Book Study: *Visible Learning*
      PD in PJs: Student-Centered Learning

February

- 6   Participation Strategies: Interactive Strategies
- 8   Personalized Learning: SAMR
- 13 DLC Personalized Learning: HyperDocs
- 15 MasteryConnect: Basics
- 20 Classroom Management
      Google Suite Basics: Websites
- 22 Admin Corner: IEP Teams for Regular Ed Teachers
- 27 Tech Tuesdays: Google Expedition
- 28 Book Study: *Visible Learning*
      PD in PJs: The Workforce of the Future

March

- 1   Personalized Learning: Learning Labs
- 6   DLC Personalized Learning: HyperDocs
      Teaching Test-Taking: Literacy
- 8   Google Searching the Library
- 13 MasteryConnect: Assessments
      Participation Strategies: Pop Culture in the Classroom
- 15 Admin Corner: Online Textbooks
- 20 Tech Tuesdays: HyperDocs
- 22 Google Suite Basics: Websites
- 30 Book Study: *Visible Learning*
      PD in PJs: Student Engagement: Key to Personalized Learning

April

- 12 Teaching Test-Taking: Texts & Tasks
- 17 MasteryConnect: Data Review
  Participation Strategies: Packets – a portfolio model
- 19 Admin Corner: Chromebook Rollout
  DLC Personalized Learning: Online Math Tools
- 24 Tech Tuesdays: Padlet
- 26 Google Suite Basics: Classroom
- 27 Book Study: *Visible Learning*
  PD in PJs: Unleashing Every Genius

May

- 3 Personalized Learning: Planning Ahead
- 8 DLC Personalized Learning: Storybird
- 15 Instructional Protocol: Learning Outcomes
- 17 Admin Corner: What makes a good teacher?
- 22 Tech Tuesdays: Listenwise
- 31 PD in PJs: Tech Integration

PD Emphasis:

The focus for professional development will continue to focus on student-centered teaching and technology integration with a renewed emphasis on making data driven instructional choices. Faculty will have opportunity for professional development through PLCs, faculty in-service, Power Hour meetings, and two professional development weeks. The *Cultivate* professional development program will continue in the 2018-2019 school year with an emphasis on the Greenville County Schools Instructional Protocol.

Rational:

- As a school, we have taken great steps to move towards student-centered instruction. However, there is a need for continued emphasis on practical student-centered strategies, especially as students will each have a chromebook for individual use.
- Following the districts lead, TRHS will have a renewed emphasis on making data driven instructional decisions based on student work and feedback. Based on PLC feedback, teachers use whole-class, generalized data to make instructional decisions and often rely on summative assessments rather than formative assessments.

Learning Targets:

- Apply student-centered strategies in the classroom to encourage student-generated learning and provide learning that is personalized to the students.
- Use student feedback and work to set specific goals and to make instructional decisions.

Outcomes Anticipated:

- Teachers will continue to use formative assessments in their classroom that reflect learning targets.
- Results from formative assessments will be used to guide PLC discussions to answer…
  o Where are the students?
  o Where do they need to be?
  o How do we get them there?
- Teachers will create clear goals and tasks and provide appropriate texts for students that are carefully modeled and scaffolded for student success.

Professional Learning Opportunities:

- Professional Learning Communities – bi-monthly, departments meet to analyze student data and make adjustments to continuing instruction
- *Cultivate* – monthly, TRHS teachers will model student-centered best practices that focus on standards-based instruction, engagement, literacy, and instructional delivery; teachers will create plan to implement strategy in classroom and report experience following month
- Department Power Hour Meetings – monthly, teachers provide department specific examples of student-centered practices
- Individual teacher coaching
- New teacher coaching cycles

Follow-up and Sustainability:

- Throughout 2018-2019, teachers will continue to meet in subject area PLC meetings to discuss instructional needs based on student data
- PLCs will submit minutes
- Administrative and CRT walkthroughs that are student-centered

Roles and Responsibilities:

- Instructional Coach
  - Meet with departments and administration
  - Facilitate professional learning opportunities listed above
  - Observations
- Teachers
  - Create formative assessments based on learning targets
  - Data collection
- Administration
  - Student-centered walkthroughs

School Climate Needs Assessment

2016-2017 SDE Survey Result

	Teachers	Students*	Parents*
Number of surveys returned	56	200	7
Percent satisfied with learning environment	76.8%	84.5%	I/S
Percent satisfied with social and physical environment	91.1%	84.6%	I/S
Percent satisfied with school-home relations	83.9%	87.0%	I/S

*Only students in grade 11 and their parents were included.

Teacher Survey Results

	Disagree	Mostly Disagree	Mostly Agree	Agree	Don't Know
Satisfied with the learning environment in my school.	10.7	12.5	30.4	46.4	0.0
I am satisfied with the social and physical environment at my school.	1.8	7.1	39.3	51.8	0.0
I am satisfied with home and school relations.	0.0	14.3	48.2	35.7	1.8
I am satisfied with my current working conditions.	8.9	10.7	41.1	37.5	1.8

Student Survey Results

	Disagree	Mostly Disagree	Mostly Agree	Agree
I am satisfied with the learning environment in my school.	7.5	8.0	49.0	35.5
I am satisfied with the social and physical environment at my school.	6.5	9.0	45.8	38.8
I am satisfied with home and school relations.	6.5	6.5	40.0	47.0

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1) The percentage of students scoring A, B, and C on the English I EOCEP will increase from 56% in 2016-17 to 71% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the English I EOCEP will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **56**	**School Projected**	59	62	65	68	71
		School Actual					
	(2016-17) **61**	**District Projected**	64	67	70	73	76
		District Actual					

26

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Benchmark Incentives	2018-2019	Freshman Academy Administrator	$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2) The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase from 45% in 2016-17 to 60% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 45	**School Projected**	48	51	54	57	60
ESSA Federal Accountability and SC SDE School Report Card		**School Actual**					
	(2016-17) 51	**District Projected**	54	57	60	63	66
		District Actual					

28

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Benchmark Incentives	2018-2019	Freshman Academy Administrator	$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

| **Performance Goal Area:** | ☒Student Achievement* | ☐Teacher/Administrator Quality* | ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority |

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 3) The percentage of students scoring A, B, and C on the Biology EOCEP will increase from 59% in 2016-17 to 74% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Biology EOCEP will increase by 3% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **59**	**School Projected**	62	65	68	71	74
		School Actual					
	(2016-17) **64**	**District Projected**	67	70	73	76	79
		District Actual					

30

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Benchmark Incentives	2018-2019	Freshman Academy Administrator	$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

Performance Goal Area:	☒Student Achievement*	☐Teacher/Administrator Quality*	☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4) The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 48% in 2016-17 to 63% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **48**	**School Projected**	51	54	57	60	63
		School Actual					
	(2016-17) **58**	**District Projected**	61	64	67	70	73
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Benchmark Incentives	2018-2019	Freshman Academy Administrator	$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and

Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5) Increase the average ACT Composite Score for the graduating class from 18.3 in 2016-17 to 21.5 in 2022-23.

PERFORMANCE GOAL: 6) Increase the average SAT Composite Score for the graduating class from 1049 in 2016-17 to 1094 in 2022-23.

INTERIM PERFORMANCE GOAL: 5) Annually increase the average ACT Composite Score for the graduating class.

INTERIM PERFORMANCE GOAL: 6) Annually increase the average SAT Composite Score for the graduating class.

ACT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **18.3**	**School Projected**	**19.9**	**20.9**	**21.1**	**21.3**	**21.5**
		School Actual					
	(2016-17) **19.4**	**District Projected**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
		District Actual					

SAT Graduating Class Data

34

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **1049**	**School Projected**	**1058**	**1067**	**1076**	**1085**	**1094**
		School Actual					
	(2016-17) **1089**	**District Projected**	**1098**	**1107**	**1116**	**1125**	**1134**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. SAT prep course	1 semester	SAT Teacher	N/A	N/A	PowerSchool Scheduling
2.					
3.					

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and

Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 7) Students will meet or exceed the state and federal accountability standard as measured by the WIN Ready 2 Work Career Readiness Assessment from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard as measured by the WIN Ready 2 Work Career Readiness Assessment.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	Baseline will be established in 2017-18.	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
	Baseline will be established in 2017-18.	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:	EVALUATION

37

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 8) Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1	% A, B, C = **16.7** (2016-17) Annual Increase = 3	**Projected Hispanic**	20	23	26	29	32
EOCEP English 1		**Actual Hispanic**					
EOCEP English 1	% A, B, C = **21.3** (2016-17) Annual Increase = 3	**Projected AA**	24	27	30	33	36
EOCEP English 1		**Actual AA**					
EOCEP English 1	% A, B, C = **6.8** (2016-17) Annual Increase = 3	**Projected SWD**	10	13	16	19	22
EOCEP English 1		**Actual SWD**					

EOCEP English 1	% A, B, C = **11.8** (2016-17) Annual Increase = 3	**Projected LEP**	**15**	**18**	**21**	**24**	**27**
EOCEP English 1		**Actual LEP**					
EOCEP English 1	% A, B, C = **28.4** (2016-17) Annual Increase = 3	**Projected SIP**	**31**	**34**	**37**	**40**	**43**
EOCEP English 1		**Actual SIP**					
EOCEP Algebra 1	% A, B, C = **10.7** (2016-17) Annual Increase = 3	**Projected Hispanic**	**14**	**17**	**20**	**23**	**26**
EOCEP Algebra 1		**Actual Hispanic**					
EOCEP Algebra 1	% A, B, C = **9.6** (2016-17) Annual Increase = 3	**Projected AA**	**13**	**16**	**19**	**22**	**25**
EOCEP Algebra 1		**Actual AA**					
EOCEP Algebra 1	% A, B, C = **8.8** (2016-17) Annual Increase = 3	**Projected SWD**	**12**	**15**	**18**	**21**	**24**
EOCEP Algebra 1		**Actual SWD**					

EOCEP Algebra 1	% A, B, C = **8.3** (2016-17) Annual Increase = 3	**Projected LEP**	**11**	**14**	**17**	**20**	**23**
EOCEP Algebra 1		**Actual LEP**					
EOCEP Algebra 1	% A, B, C = **15.1** (2016-17) Annual Increase = 3	**Projected SIP**	**18**	**21**	**24**	**27**	**30**
EOCEP Algebra 1		**Actual SIP**					
EOCEP Biology 1	% A, B, C = **45.8** (2016-17) Annual Increase = 3	**Projected Hispanic**	**49**	**52**	**55**	**58**	**61**
EOCEP Biology 1		**Actual Hispanic**					
EOCEP Biology 1	% A, B, C = **32.7** (2016-17) Annual Increase = 3	**Projected AA**	**36**	**39**	**42**	**45**	**48**
EOCEP Biology 1		**Actual AA**					
EOCEP Biology 1	% A, B, C = **25.1** (2016-17) Annual Increase = 3	**Projected SWD**	**28**	**31**	**34**	**37**	**40**
EOCEP Biology 1		**Actual SWD**					

EOCEP Biology 1	% A, B, C = **27.8** (2016-17) Annual Increase = 3	**Projected LEP**	**31**	**34**	**37**	**40**	**43**
EOCEP Biology 1		**Actual LEP**					
EOCEP Biology 1	% A, B, C = **54.5** (2016-17) Annual Increase = 3	**Projected SIP**	**58**	**61**	**64**	**67**	**70**
EOCEP Biology 1		**Actual SIP**					
EOCEP U.S. Hist/Const.	% A, B, C = **36.4** (2016-17) Annual Increase = 3	**Projected Hispanic**	**39**	**42**	**45**	**48**	**51**
EOCEP U.S. Hist/Const.		**Actual Hispanic**					
EOCEP U.S. Hist/Const.	% A, B, C = **23.1** (2016-17) Annual Increase = 3	**Projected AA**	**26**	**29**	**32**	**35**	**38**
EOCEP U.S. Hist/Const.		**Actual AA**					
EOCEP U.S. Hist/Const.data file	% A, B, C = **21.4** (2016-17) Annual Increase = 3	**Projected SWD**	**24**	**27**	**30**	**33**	**36**
EOCEP U.S. Hist/Const.		**Actual SWD**					

EOCEP U.S. Hist/Const.	% A, B, C = **30.8** (2016-17) Annual Increase = 3	**Projected LEP**	34	37	40	43	46
EOCEP U.S. Hist/Const.		**Actual LEP**					
EOCEP U.S. Hist/Const.	% A, B, C = **42.2** (2016-17) Annual Increase = 3	**Projected SIP**	45	48	51	54	57
EOCEP U.S. Hist/Const.		**Actual SIP**					
ACT Graduating Class	Composite = **16.5** (2016-17) Annual Increase = 0.2	**Projected Hispanic**	16.7	16.9	17.1	17.3	17.5
ACT Graduating Class		**Actual Hispanic**					
ACT Graduating Class	Composite = **15.0** (2016-17) Annual Increase = 0.2	**Projected AA**	15.2	15.4	15.6	15.8	16.0
ACT Graduating Class		**Actual AA**					
ACT Graduating Class	Baseline will be established in 2017-18	**Projected SWD**	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class		**Actual SWD**					

ACT Graduating Class	Baseline will be established in 2017-18	**Projected LEP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
ACT Graduating Class		**Actual LEP**					
ACT Graduating Class	Baseline will be established in 2017-18	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
ACT Graduating Class		**Actual SIP**					
SAT	Baseline will be established in 2017-18	**Projected Hispanic**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT		**Actual Hispanic**					
SAT	Baseline will be established in 2017-18	**Projected AA**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT		**Actual AA**					
SAT	Baseline will be established in 2017-18	**Projected SWD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT		**Actual SWD**					

SAT	Baseline will be established in 2017-18	**Projected LEP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT		**Actual LEP**					
SAT	Baseline will be established in 2017-18	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT		**Actual SIP**					
WIN	Baseline will be established in 2017-18	**Projected Hispanic**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN		**Actual Hispanic**					
WIN	Baseline will be established in 2017-18	**Projected AA**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN		**Actual AA**					
WIN	Baseline will be established in 2017-18	**Projected SWD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN		**Actual SWD**					

WIN	Baseline will be established in 2017-18	**Projected LEP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN		**Actual LEP**					
WIN	Baseline will be established in 2017-18	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN		**Actual SIP**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Benchmark Incentives	2018-2019	Freshman Academy Administrator	$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 9) By 2023, Greenville County Schools will achieve and maintain a district graduation rate of at least 90%, a graduation rate of at least 80% in each high school below 80%, and a 90% employability credentialing rate among eligible special needs students.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	(2016-17) **85**	**School Projected**	**84**	**85**	**86**	**87**	**88**
		School Actual					
Graduation Rate	(2016-17) **87**	**District Projected**	**86**	**87**	**88**	**89**	**90**
		District Actual					

Employability Credentialing Rate	School = TBD	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**90**
		School Actual					
Employability Credentialing Rate	District = TBD	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**90**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Content Recovery/OdysseyWare	2018-2019	Baker			Content Recovery Completion
2. Credit Recovery	2018-2019	Baker	N/A	N/A	PowerSchool Schedule
3.					

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 10) By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements as indicated by: 90% earning at least one college credit course (dual/AP/IB), or earning two career specific units, or earning work-based unit credit(s), or achieving an industry certification

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool, College Reports	Class of 2018	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
		School Actual					
PowerSchool, College Reports	Class of 2018	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
		School Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Dual Credit – IB, AP, Gvl Tech	2018-2019	School Counselors	N/A	N/A	PowerSchool Scheduling
2. Increasing vocational certificate opportunities – Law Enforcement and Agriculture	2018-2019	Law Enforcement Teacher Ag Science Teachers	N/A	N/A	Courses scheduled with Gvl Tech
3.					

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 11) Annually increase the percentage of 9th graders across every demographic who are on track for graduation at the conclusion of their freshman year (Students are on-track if, at the completion of their initial 9th-grade year, they have completed one-quarter of the credits necessary to graduate, including the completion of English I and Algebra I).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-2017) **80**	**School Projected**	**83**	**87**	**90**	**93**	**96**
		School Actual					
PowerSchool	(2016-17) **74**	**District Projected**	**77**	**81**	**84**	**87**	**90**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Attendance, Academic, and Behavior Celebrations	1 per quarter	Freshman Academy Administrator	$600	Freshman Academy Funds	Scheduled on school calendar
2. Class Meetings	1 per quarter	Freshman Academy Administrator	N/A	N/A	Scheduled on school calendar
3. Freshman Academy Faculty Meetings	Monthly	Freshman Academy Administrator	N/A	N/A	Scheduled on school calendar

Performance Goal Area:	☒ Student Achievement*	☐ Teacher/Administrator Quality*	☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 12) Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

INTERIM PERFORMANCE GOAL: Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-17) **33**	**School Projected**	**36**	**39**	**42**	**45**	**48**
		School Actual					
PowerSchool	(2016-17) **52**	**District Projected**	**52**	**55**	**58**	**61**	**65**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. IGP meetings	Spring 2019	School Counselors	N/A	N/A	Guidance Schedule
2.					
3.					

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1) The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Employment report	% of diverse teachers 2017-18	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	% of diverse teachers 2017-18	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Recruiting Conferences	Spring 2018	Principal	N/A	N/A	Scheduled interviews
2.					
3.					

Performance Goal Area:	☐ Student Achievement*	☐ Teacher/Administrator Quality*	☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority

Performance Goal Area: ☐ Student Achievement*   ☐ Teacher/Administrator Quality*   ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1) Achieve and maintain a rate of 90% among parents, students, and teachers who agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	(2016-17) **84.6**	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
SC SDE School Report Card Survey	(2016-17) **91.1**	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					

SC SDE School Report Card Survey	(2016-17) **I/S**	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					
SC SDE School Report Card Survey		**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
SC SDE School Report Card Survey		**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
SC SDE School Report Card Survey		**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Regularly inform parents of school safety policies	2018-2019	Principal	N/A	N/A	Weekly school messengers
2. Maintain school safety plan	2018-2019	Safety Administrator	N/A	N/A	Drill schedule
3.					

Performance Goal Area:	☐Student Achievement*	☐Teacher/Administrator Quality*	☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2) The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3) The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **TBD**	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **TBD**	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.4**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Trauma Informed Leadership – Pilot	2018-2019	Instructional Coach Trauma Informed Specialist			
2.					
3.					

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4) The school will demonstrate a caring environment as indicated by an increase in the percent of secondary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	**TBD**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
AdvancED Culture & Climate Surveys	**51**	**District Projected Secondary**	**54**	**58**	**62**	**66**	**70**
		District Actual Secondary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Trauma Informed Leadership – Pilot	2018-2019	Instructional Coach Trauma Informed Specialist			
2.					
3.					

Performance Goal Area:	☐Student Achievement*	☐Teacher/Administrator Quality*	☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5) Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **93**	**School Projected**	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **95**	**District Projected**	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attendance Mentor Program	2018-2019	School Counselors	N/A	N/A	Assigned teachers
2.					
3.					

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6) The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	**Afraid –%** **Lonely – %** **Angry %**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
AdvancED Culture & Climate Surveys	**Afraid – 7%** **Lonely – 14%** **Angry 15%**	**District Projected Secondary**	**Afraid ≤ 7** **Lonely ≤ 13** **Angry ≤ 14**	**Afraid ≤ 7** **Lonely ≤ 13** **Angry ≤ 14**	**Afraid ≤ 6** **Lonely ≤ 12** **Angry ≤ 13**	**Afraid ≤ 6** **Lonely ≤ 12** **Angry ≤ 13**	**Afraid ≤ 5** **Lonely ≤ 11** **Angry ≤ 12**
		District Actual Secondary	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Trauma Informed Leadership – Pilot	2018-2019	Instructional Coach Trauma Informed Specialist			
2. PD led by school-based mental health counselor	2018-2019	Mental Health Counselor	N/A	N/A	School PD calendar
3.					